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ABSTRACT

Developmental studies have primarily focused on what takes place within the confines of a given interpersonal system (first order development). What has been neglected is second order development, the interpersonal communication that alters the system itself. From this particular developmental perspective, a model can be used that illustrates and gives meaning to the complicated steps involved in the movement from security to alienation in a relationship. This technique can be used with a person whose conception of a relationship has changed radically. In a case study of a 19-year-old sophomore at a large state university application of the model provided evidence that second order development (1) follows a predictable pattern, (2) is marked by personal struggle, (3) has outcomes oblique to what is happening, and (4) involves risk. (HOD)

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SECOND ORDER DEVELOPMENT IN INTERPERSONAL COMMUNICATION

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Abstract

Developmental studies in interpersonal communication have focused on first order development, relational development within a given matrix of rules. Neglected has been the interpersonal communication that results in second order development, the creation of a new interpersonal system. A rationale, a model, and procedures for the study of second order development are presented. A case is analyzed, and several conclusions are proposed. Second order development (1) follows a predictable pattern; (2) it is marked by personal struggle; (3) its outcomes are oblique to its happening; and (4) it involves risk. Future research is directed toward the effects on second order development of certain kinds of episodes and their sequential order and toward the use of the procedures demonstrated in analyzing the development of longstanding relationships.

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SECOND ORDER DEVELOPMENT IN INTERPERSONAL COMMUNICATION

In 1975 Berger and Calabrese proposed a fresh start in our theorizing about interpersonal communication, one that would take a developmental perspective. Although a number of researchers have taken that proposal seriously, subsequent assessments of scholarship using the developmental perspective have been mixed. Miller (1978, p. 177) has said, "The developmental approach best reflects the processual nature of interpersonal relationships. Priority should be assigned to theory construction and research programs congruent with this conceptualization." While Bochner (1978, p. 185) called the developmental perspective "intuitively compelling," he went on to critize both Berger and Calabrese (1975) and Miller and Steinberg (1975) for their lack of precision in delineating stages of development and for their failure to identify adequately the "mechanisms of change" that cause a relationship to move from one stage to another.

There is, however, another kind of problem confronting students of the developmental approach. In this essay I will (1) indicate what that problem is, (2) present a rationale, model, and technique for solving that problem, and (3) present a case study to demonstrate the workability of the technique and the usefulness of the assumptions.

PROBLEM

Developmental work in interpersonal communication has so far dealt with only one kind of development, that which takes place within the confines of a

given interpersonal system. It has not focused on the development of the interpersonal system itself. Consider the following situation:

In October a youngster brings home a report card sprinkled with C's and D's, and the parent says, "This is very bad. You must do better." The child nods in agreement. Weeks pass, and another report card comes home, this time with all A's and B's. The parent says, "This is much better. See what you can do when you really try!" This is a case of development within a given interpersonal system. In response to both report cards, the parent is evaluating. And when the second encounter is compared to the first, it appears that the parent has demonstrated his/her influence and has consolidated his/her power in the relationship. The parent's behavior changed, as did the child's,

but both these changes further secured the stability of the system or matrix of rules governing the relationship in question: that did not change.

By contrast, consider a subsequent scenario. In February the same youngster brings home a report card sprinkled with C's and D's, and the parent says, "This is very bad. You must do better." But this time the child fires back. "All you ever think about is grades. Grades aren't everything." Instead of a demonstration of parental influence, this exchange is a challenge to parental influence. The parent's exertion of influence and resulting consolidation of power, as illustrated in the first scenario, are interrupted in the second by the youngster's response. He/she is working within a different set of rules. The interpersonal system itself has changed.

The two kinds of development prosaically illustrated above are succinctly contrasted by Watzlawick, Weakland and Fisch (1974): "There are two different types of change: one that occurs within a given system which itself remains unchanged, and one whose occurrence changes the system itself" (p. 10). Raush (1981) has referred to this kind of development as "a generic restructurization

of a matrix, creating new constitutive and regulative rules and constructing new social realities" (p. 111).

If we call this second species of development second order development (after a parallel construction in Watzlawick et al., 1974), then it is first order development that has become normal in developmental research. Examination of recent work in interpersonal communication indicates that this is the case. Three lines of research in particular seem to have the potential for treating second order development--relational communication, self-disclosure, and rules theory--but they have not yet done so. Consider work conducted under the rubric of relational communication. Research tools and strategies have been developed to examine the types of statements interactants make (Rogers & Farace,1975), how patterns of relational control vary with types of group (Ellis, 1979), and the types of control strategies employed by interactants (Roloff, 1976). In short, students of relational communication have focused on ways to characterize relational control and how it may change within the relationship.

Likewise, students of self-disclosure have chosen to direct their efforts toward factors related to quantity of disclosure (Gilbert, 1976), the relationship between disclosure and other communication variables (e.g., trust, Wheeless, 1978), and the analysis of individual disclosure styles (Bradac, Tardy & Hosman, 1980). As with relational communication, the concern of these investigators has been with communication as it occurs within a given system.

Finally, researchers employing a rules perspective have also focused on relationships as they operate within a given interpersonal system. Cronen and Pearce's (1981) notion of logical force is representative. However, the authors point out an important limitation of the theory.

The concept of prefigurative and practical logical forces

> enables a researcher to describe the forces impelling persons to act in particular ways within particular contexts, but cannot fully describe whether or not the person is able or likely to "follow" the logical force within a given system or to extricate him/herself from them by an act of cognitive restructuring (p. 61).

Whether or not the person will continue to act within a given interpersonal system, and if not, the conditions of his or her leaving the system, seem to be beyond the scope of logical force theory.

While we may conclude that considerations of second order development are missing from current treatments of interpersonal communication, it should also be clear that the concept is not an unfamiliar one. Many writers have taken up the topic, albeit under various labels. Maslow (1971), under the heading of "transcendence," has documented the great variety of senses in which the concept has been employed. Parallel usages include Raush's (1981) "generic restructurization of a matrix," Bateson's (1942, 1972) notions of deutero-learning and Learning II, Boulding's (1956) notion of revolutionary change in the Image, and Koestler's (1949) "bisociation." In developmental psychology Bronfenbrenner's (1979) "ecological transition" is a concrete version of the same concept. In communication, Conville (1977, 1978) has made use of the concept to explain the acquisition of new communication behaviors.

RATIONALE AND PROCEDURES

Despite the fact that second order development has claimed the attention of a number of scholars, the problem of how one investigates the phenomenon has been largely treated as an incidental issue. Consequently, no consensus has formed around research procedures, much less around their supporting assumptions. In the section that follows I want to treat explicitly these two issues, rationale and procedures for investigating second order development in interpersonal

communication, as well as present a model of the phenomenon that seems to follow from that treatment.

Assumptions

1. The social sciences are necessarily historical (Homans, 1979; Taylor, 1971).

2. Actors' retrospective accounts of experience are valid data for the social sciences (Casey, et al., 1967; Ericsson & Simon, 1980; Harre & Secord, 1973; Scott & Lyman 1968; White, 1980).

3. An adequate explanation is both systematic and narrative (Geertz, 1973; Hawes, 1978; Meehan, 1968; Simons, 1978).

4. Human action is language-like (Deetz, 1973; Jakobson & Halle, 1971; Saussure, 1959).

5. Human action is amenable to analysis by the techniques of structural analysis (Ricoeur, 1971).

6. Second order development is best observed by examining the personal transformations of relationship members, for they are logically prior to changes in the interpersonal system itself (Roloff, 1976).

Methods

Conville (1978; 1981) has introduced a research technique that will enable the investigator to locate, describe and interpret second order development in interpersonal communication. In this section I want to further detail the mechanics of that technique. The steps are as follows: First, collect an account of second order development by a member of the interpersonal system. To qualify, that member must have come to conceive of the relationship in radically different terms as compared to an earlier time. The informant tells the story of that change process, and the text of that story is the account.

Second, analyze the account. This is done after the manner of Levi-Strauss (1963, 214-215), and as illustrated by Conville (1978, 1981). Step one of analysis is to divide the account into its major episodes and place them in temporal order. The researcher may make this division, or if the informant is available, it would be appropriate to have him or her do it. The latter was done in the case study below.

Step two of analysis is to arrange the episodes into a rows-and-columns grid that will preserve the chronology of episodes as well as classify the episodes, each episode type occupying a different column. An example similar to one created by Levi-Strauss (1963, p. 213) will illustrate this step. Take the following string of letters to be a chronological list of episodes in a hypothetical account: C' D A'' A B D' E D'' C B' B'' A'. A rows-and-columns grid that displays both the temporal order and a typology of episodes is presented in Figure 1.

Figure 1

In the grid each class of episodes is named by a letter of the alphabet, C, D, A, B and E, and occupies its own column. The order of episode classes (and hence columns) arrayed across the top of the grid follows the order in which the classes are introduced in the account. Hence C is the first column in the grid (Figure 1) because a member of that class, C', was the first episode in the account; and A, for example, is the third column, moving left to right in the grid, because A (represented by A'') appeared in the account after a member of C and D had appeared.

The class or episode type A is composed of three particular episodes, A, A', and A'', and so on through episode class E, which is composed of only one

member, E. In the hypothetical account there are three episodes in each of the three classes A, B, and D, two in class C, and one in class E. Note too that in constructing a grid, a new row is begun in the grid when episodes of the same class are contiguous in the account (See Figure 1, episodes 3-4 and 10-11) and when a member of a previously introduced episode class reappears in the account (See Figure 1; episodes 2, 6, and 8 are all members of episode class D).

The third and last stage of the proposed technique is to interpret the grid. Interpretations are to be made by reference to the question, "What does the grid indicate about the process of second order development in interpersonal communication?" Therefore, the contents of participants' new interpersonal system are only tangentially relevant to interpretation. Rather, the central task of interpretation is to provide a better understanding of the process by which interactants develop new interpersonal systems. The desired outcome is a general model for the succession of systems.

Several operations on the grid will aid interpretation. They are designed to provide the researcher with multiple ways to characterize participants' experiences. As with the procedure outlined above, these additional operations will be illustrated below in the case study. First, the researcher (or the informant if he or she is available) should devise a word or phrase to label each column in the grid. The label should answer the question, "What do the episodes in this group signify to the actor?"

Second, the researcher or informant should code each column or class of episodes for valence (+, 0, -). This coding should answer the question, "What kind of feelings, in the aggregate, did the episodes in a particular class evoke in the actor?"

Third, there are some questions about the display of episodes in the grid that will aid interpretation. For example, noting whether the episodes fall

into a linear array can be important. A linear array would have the episodes beginning in the upper left and forming a diagonal band terminating in the lower right. The grid in Figure 1 has hardly any linear features about it. Also noting clusters of episodes and lone episodes in the grid as a whole can aid interpretation. In Figure 1 there are three clusters of episodes in each of the three types, D, A, and B. And note that the seventh episode, E is the only one in its class and that it stands apart from the others.

Model

In this section I want to extend the developmental model proposed by Conville (1978). The model is a proposal for what is typical in second order development.

Figure 2

As indicated in Figure 2, the Structural Helical Model has two axes, Security and Alienation. The coil grows upward as its radius lengthens. The upward and outward movements are intended to illustrate the succession of interpersonal systems that results from second order development. The axes of Security and Alienation are intended to illustrate the consistent finding in the literature (Guntrip, 1973; Hampden-Turner, 1966; Lifton, 1976; Novak, 1970; Schein & Bennis, 1965; Sheehy, 1974) that the kind of perspectival changes we are concerned with entail passage through turbulent psychological straits from one secure standpoint to another. However, case studies collected by this writer indicate that the movement from one Security position to another is more complicated than is indicated by the model. Intervening steps are needed between Alienation and Security to provide a better fit with the data. For this

revision I want to utilize Wallace's (1956a. 1956b, 1957) concepts of mazeway disintegration and mazeway resynthesis. They provide the basis for adding two additional axes to the model.

Central to Wallace's thinking is the notion of mazeway. The laboratory rat running his maze is an analogy. There may be many ways to run the maze in order to get to the cheese at the other end, yet the maze is the hard reality the rat must negotiate in order to get there. Explains Wallace:

> The mazeway may be compared to a map of a gigantic maze. On this map are represented 3 types of assemblage: (1) goals and pitfalls (values, or desirable and undesirable end states); (2) the "self" and other objects (people, other organisms, and things); and (3) ways (processes, techniques, and relations) that may be circumvented or used, according to their characteristics, to facilitate the self's attainment or avoidance of values (1956a, pp. 631-632).

The mazeway "is used by its holder as a true and more or less complete representation of the operating characteristics of a 'real' world" (p. 631). Its basic function "is to give meaning to messages, to relate incoming sensory data to the whole complex of objects, values, and techniques that is the mazeway" (p. 632).

But of course, a severe problem develops if a person begins to get messages that his or her mazeway cannot adequately explain. He or she may conclude "that the sociocultural system no longer does, or perhaps never did, operate according to the principles which his mazeway assigned to it" (pp. 633-634). Such a person begins to experience "mazeway disintegration" (Wallace, 1957).

Typically what follows, but by no means automatically, is "mazeway resynthesis," a process that has "the function of restoring an internal

biopsychic equilibrium" (Wallace, 1956a, p. 635). For mazeway resynthesis to take place the individual must have reconstituted his world-representation or mazeway to the extent that he can now have confidence in it as a reliable picture of how things operate.

Return now to the Structural Helical Model in Figure 2. The processes of mazeway disintegration and resynthesis may be indicated on the model by placing them as polar opposite axes on the helix such that Mazeway Disintegration lies halfway between Security and Alienation (moving about the helix counterclockwise) and Mazeway Resynthesis lies halfway between Alienation and Security. The resulting model is presented in Figure 3. The two additional axes provide

Figure 3

the researcher with the means of making finer analytical distinctions.[1]

CASE STUDY

The case presented and analyzed below is appropriate in several ways. First, it is an example, in both the informant's and the writer's judgment, of second order development. The criterion I asked the informant to use in selecting an account to write was Boulding's (1956) notion of revolutionary change in the Image, the radical restructuring of world view brought on by the introduction of new information. Second, the informant herself analyzed and interpreted the account following the directions outlined above. Finally, it is brief enough to be presented in the space available.

The informant's pseudonym is Diane. At the time the account was given, she was a 19-year-old sophomore at a large state university. The events

recounted had culminated approximately one year before and covered a six-month period. Below is my summary of her written account.

Account

When she came to the university Diane had been dating John exclusively her last two and one-half years in high school. As she recounted the experience, Diane pointed out three problems with their relationship: (1) John was nearly four years her senior; (2) they had not been together much since he had been away at college (two years before she went); and (3), what turned out to be the biggest problem of all, John was serious about marriage, and Diane did not realize how serious.

They had discussed marriage, but it was always focused on the distant future when they were both out of school. It was like an exciting fantasy to Diane. Then, in December of her freshman year, John's best friend, also a junior, got married. John immediately began reassessing his finances, and decided that he and Diane could be married the following September. This frightened Diane. She simply did not want to be married so soon. But for fear of losing John she did not tell him how she felt.

Two months passed with John making arrangements for the wedding and for setting up housekeeping and with Diane frustrated and losing sleep and remaining silent in the face of her impending doom. Another month passed before she was able to break her silence on the subject. She told him she would not marry him the next September, but he would not accept it. The next two months saw John alternating between threatening suicide and begging Diane to change her mind. Needless to say, that brought on more frustration, lost sleep, and even lost weight on Diane's part.

In what turned out to be their last conversation, Diane was able to tell John how she had felt all along about marriage, that she had been too immature

to consider marriage seriously so soon, and that she wished he would forgive her and be her friend. In Diane's own words, "He couldn't, and I haven't seen him since."

Analysis

In Figure 4 is presented Diane's own selection, ordering and classification of the important episodes in the experience. First she chose the important

Figure 4

episodes, the ones that, in retrospect, seemed to her to be pivotal. Second, she placed them in temporal order. That order is preserved in the numbers assigned to the episodes as they appear in Figure 4. Third, she grouped similar episodes (similar, to her) into categories indicated by the columns. In doing so she let the chronology of episodes dictate the left-to-right order of the columns. Finally, after all fourteen events were classified, she provided descriptive labels to summarize the significance of each column's episodes to her. Those labels are, left to right, Childish, Disrupted, Withdrawn, Dissatisfied, and More Mature. Thus Figure 4 presents the informant's own analysis of her experience of second order development.

Interpretation

Diane's interpretation below is a general one, yet it provides a useful description of her developmental experience. Along with other case studies conducted by the author, it provides a basis for the revisions to the Structural Helical Model proposed above.

First, "I had to 'bounce' back and forth between being totally withdrawn from the situation and my dissatisfaction with the condition of my life."

Second, she came to understand her share of the responsibility for her problem. Third, she had to become intensely dissatisfied before she decided to take initiatives to deal with her situation. Fourth, the learning process was "long and difficult." Fifth, it was helpful to have the observations of a friend who stood outside the problem. Sixth, once she found a way to deal with the situation, she persisted in it.

Even this general interpretation points to several characteristics of the revised model in Figure 3. Diane's third observation, about becoming "intensely dissatisfied" is indicative of mazeway disintegration, a period in which incoming data did not fit her construction of the world. And Diane's reference to her friend's observations seems to mark the beginning of mazeway resynthesis.

The instructions for interpretation, above, provide a guide for supplementing Diane's general interpretation. First, observe in Figure 4 the labels Diane devised for the columns, or classes of episodes. From the informant's standpoint she began at a Childish position, worked her way through a labyrinth of episodes labeled Disrupted, Withdrawn, and Dissatisfied, and exited the experience in a More Mature position. In other words, having begun in a Childish (Security) position, gone through a period of Alienation and exited More Mature, the informant clearly saw herself as not simply having gone in a circle but as having transcended the interactional matrix in which she had been locked with John.

A second supplementary interpretation of Diane's grid concerns coding the columns (episode classes) for valence. Diane did not do this. However, it should be clear that columns one (Childish) and five (More Mature) are appropriatetly coded positive (+) and that the three intervening columns (Disrupted, Withdrawn, and Dissatisfied) should be coded negative (-). Given this, there were six positive (+) episodes and nine negative (-) ones. Overall, then, the

experience was an unpleasant one. This is not a particularly useful insight until placed in conjunction with two other observations: (1) the arrangement of episodes on the grid, and (2) the plotting of episodes on the revised, four-axis model.

While the negatively valued episodes are clustered in the central portion of the grid, they do not form an undifferentiated mass; they are easily plotted on the four axes of the Structural Helical Model.

Figure 5

In Figure 5 is indicated the manner in which the two added axes of Mazeway Disintegration and Mazeway Resynthesis help to specify the developmental process. Episodes 3-8 are appropriately viewed as Mazeway Disintegration, the dawning realization by the actor that his "sociocultural system no longer . . . operate[s]" as he thought it did (Wallace, 1956a, p. 633). Episodes 9 and 10 are appropriately labeled Alienation, the time in which Diane was isolated from John by their different values and expectations. With episodes 11 and 12, Diane began to form a new interpersonal system. This process is represented on the model by the axis labeled Mazeway Resynthesis.

Plotting the episodes on the revised model suggests an additional revision, that the four axes of the revised model are better conceived of as regions along the line of the helix that may vary in width, depending on the particular case. This further revision is presented in Figure 6.

Figure 6

A final supplementary interpretation of Diane's case concerns the location

of single episodes that may seem to be important and the linear nature of the grid. The array of episodes in Figure 4 approximates a band from upper left to lower right. Diane clearly saw herself as coming out of the experience different, changed as compared to her state at the beginning. The helix also provides a clear illustration of this.

However, there are two episodes at which the "progress" of the experience (its linearity) is impeded. After episode 5, episodes 6 and 7 are regressions to prior classes, and after episode 8, episode 9 is a regression. Thus one wonders whether there is anything unique about episodes 5 and 8. A beginning answer is that both involve communication, episode 5, intrapersonal communication, and episode 8, direct self-disclosure. Here is a hint at the "causal mechanisms" Bochner (1978) observed were missing from the usual developmental treatments of interpersonal communication.

While Bochner's concern was with the succession of stages within an interpersonal system, our concern is with the succession of interpersonal systems. In either case it appears that the kind of communicative episode and its position in the sequence of episodes may be important. For example, in Diane's second order development her reported intrapersonal communication (realization she did not want to get married, episode 5) seemed to be a contributing factor. In that episode she faced the fact that her world was not as she had imagined it (mazeway disintegration). Carrying her further on this developmental trajectory was her disclosure to John that she did not want to get married (episode 8). Alienation was the result.

By contrast, it was episode 11, a message from outside the system (the friend's intervention), that seems to have catapulted Diane out of the interpersonal system that had so successfully trapped her. Mazeway resynthesis had begun.

CONCLUSION

Within the developmental perspective, work so far has concentrated on first order development, relational change that occurs within a given interpersonal system and that follows the rules or logic of that system. Overlooked has been second order development, relational change that alters the system itself.

A rationale,procedure, and model were presented for investigating relationships from this particular developmental perspective, and a case was analyzed to illustrate the adequacy of the model to represent the data. The following observations seem to be in order.

First, second order development in interpersonal communication follows a predictable course. Once the process of deconstruction begins, it seems that certain other stages must follow, if a new matrix of rules is to be fabricated. When she realized that her romanticized world was not what she really wanted, Diane lost a clear picture of the future, and her relationship with John became ambiguous. Since humans cannot remain within the bounds of normality without anchors in the future and in significant others, Diane struggled for stability and finally found it in her own values.

Second, that predictable course of second order development is a unique one. Struggle is its hallmark. Not only was this true in Diane's case, but it has been confirmed in the dozens of similar cases collected by the writer over a seven-year period. It may have been a divorce, the death of a parent, a change of residence, a religious conversion, or a risk-laden journey--in every case the person reporting second order development was severely jolted, thrown back on his or her own resources, and forced to fight for survival.[2]

Third, second order development is oblique to its happening. In the midst of struggling with her relationship with John, Diane focused her atten-

tion on her plight and how to get out of it, not on her perspectival development. It was only in retrospect that she knew that and could report it. This principle is illustrated in the model by the fact that one's turning about the helix is orthogonal to one's direction of movement.

Fourth, there is an economy of second order development that involves the exchange of certain present securities for certain future securities. The risk in the exchange is the magnitude of the alienation lying between the two securities. Diane chose to give up the security of her early relationship with John in order to exercise other values. She was finally able to do so, but not without great stress.

Finally, the model and case analysis above also point to some interesting research possibilities. For example, there is the question of how various kinds of episodes affect the course of an experience such as the one recounted by Diane. Consider for example Diane's self-disclosure in episode 8 (see Figure 4). What would have been the result had that episode come earlier or later, or if it had been less direct? Or what if the friend's intervention (episode 11) had come sooner in the experience? Roloff (1976) has pointed to the importance of participants' communication strategies to relational change. The analysis presented above supports that position and suggests that aspects of participants' communicative behavior in addition to strategy should also be analyzed for their effects on the course of relational development.

Another fruitful research direction involves the need, noted by Berger and Calabrese (1975) to extend their axioms and theorems to a consideration of longstanding relationships. The rationale and techniques demonstrated above provide useful tools for such inquiry. In the same vein, Millar and Rogers (1976) have emphasized the importance of "the ability to explicate transactional patterns over time" (p. 100). The Structural Helical

Model developed above not only presents one kind of transactional pattern, one marked by second order development, but also it is accompanied by certain procedures useful for the investigation of other transactional patterns.

NOTES

1. An informant's account may begin with episodes that belong to any one of the four stages in second order development, Security, Mazeway Disintegration, Alienation or Mazeway Resynthesis. The model is not intended to express a bias towards any particular "place" on the helix as the most appropriate starting point for second order development.

2. The loss of anchors in the future and in significant others and the struggle to reconstruct them are reminiscent of Hyde's (1980) analysis of anxiety. For a person to pass through Alienation on the helical model is to experience anxiety, that most fundamental state-of-mind in which one's being-in-the-world itself is called into question. What Diane's case illustrates is that the loss of personal and temporal anchors confronts one's being-in-the-world with (a) its role as newcomer in a prior existing world, (b) with its commitments to what it is "not yet" and (c) with its relationship to others as mediated by conventional social rules.

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C	D	A	B	E
1. C'	2. D	3. A''		
		4. A	5. B	
	6. D'			7. E
	8. D''			
9. C			10. B'	
			11. B''	
		12. A'		

Figure 1.

Analysis of a Hypothetical Account

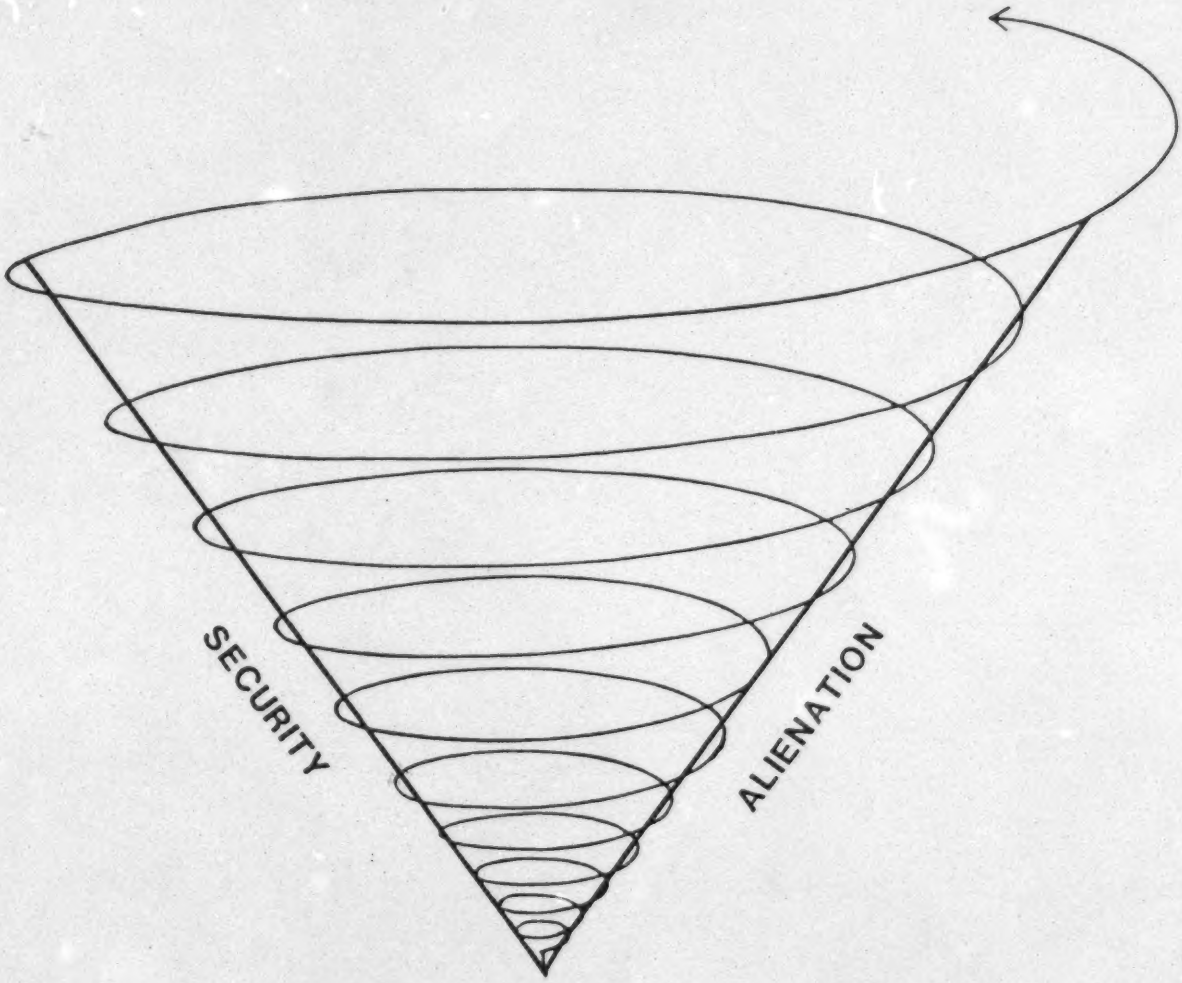

Figure 2.

Structural Helical Model of Human Action

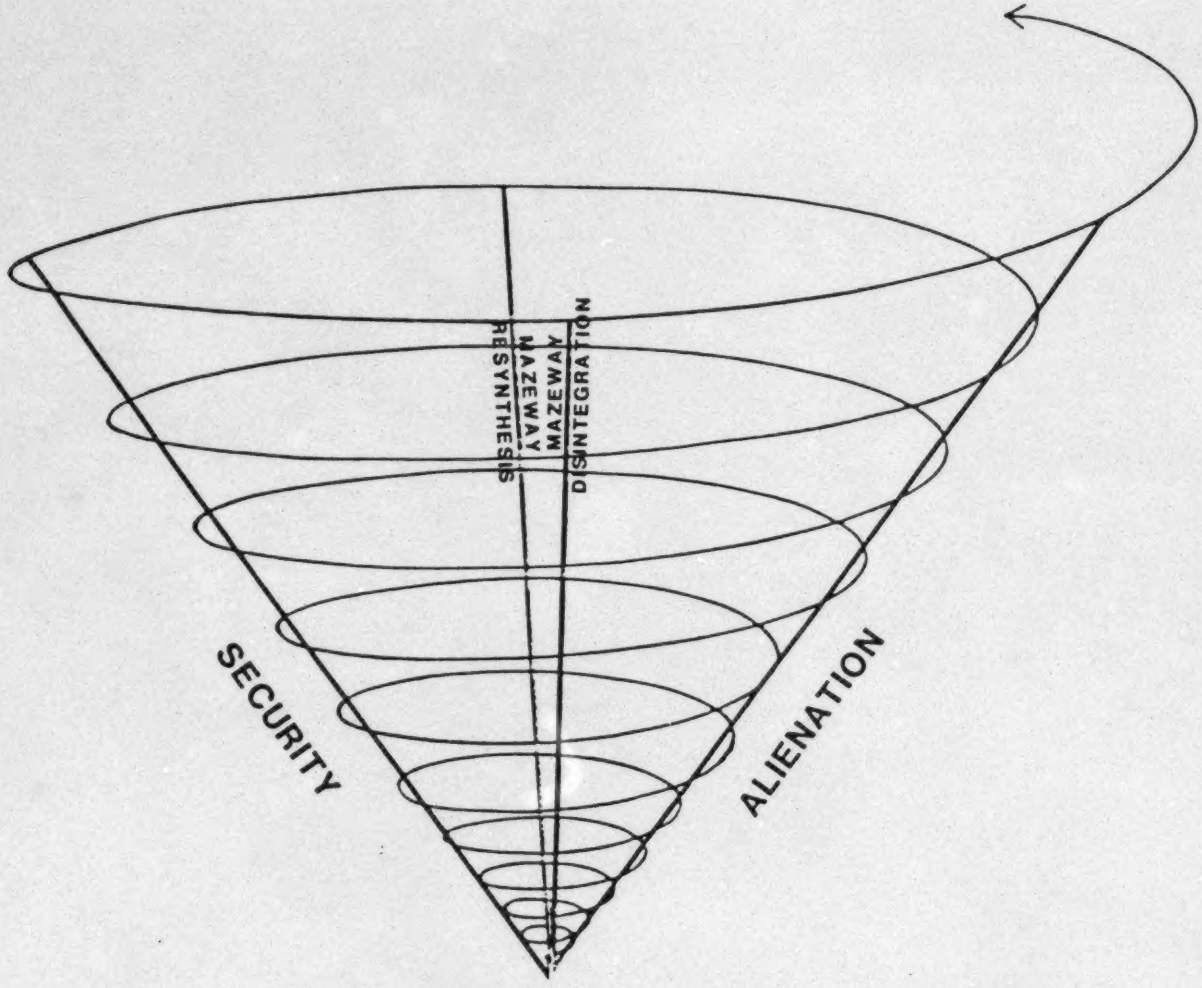

Figure 3.

Structural Helical Model of Human Action, Revised

Childish	Disrupted	Withdrawn	Dissatisfied	More Mature
1. Entered college				
2. John got serious	3. John's friend's marriage	4. John plans wedding	5. Realized I didn't want to get married	
		6. John sent me roses		
	7. I got physically sick		8. Told John I didn't want to get married	
		9. John threatened suicide	10. John arguing and begging	
			11. Friend's question, How could you have prevented this?	11. Friend's question, How could you have prevented this?
				12. My reaction to friend's question
				13. Told John the whole truth
				14. John left for good

Figure 4.

Diane's Grid Analysis of Her Experience

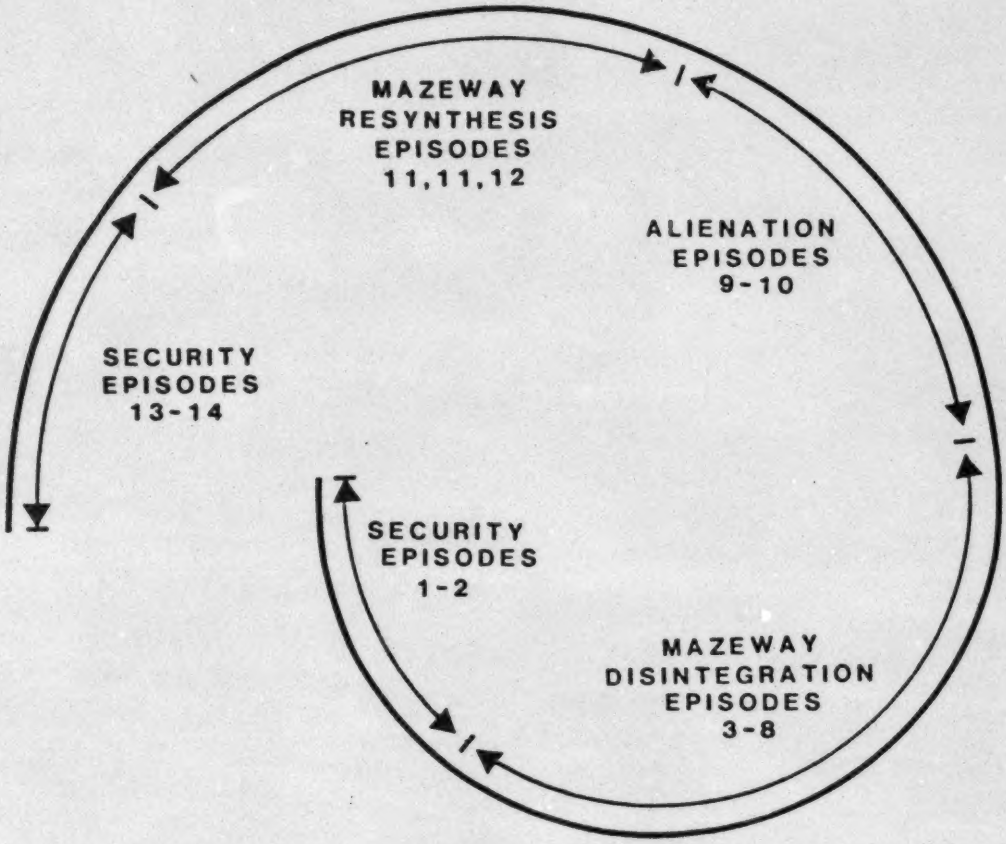

Figure 5.

Episodes of Diane's Case Plotted on the Structural Helical Model

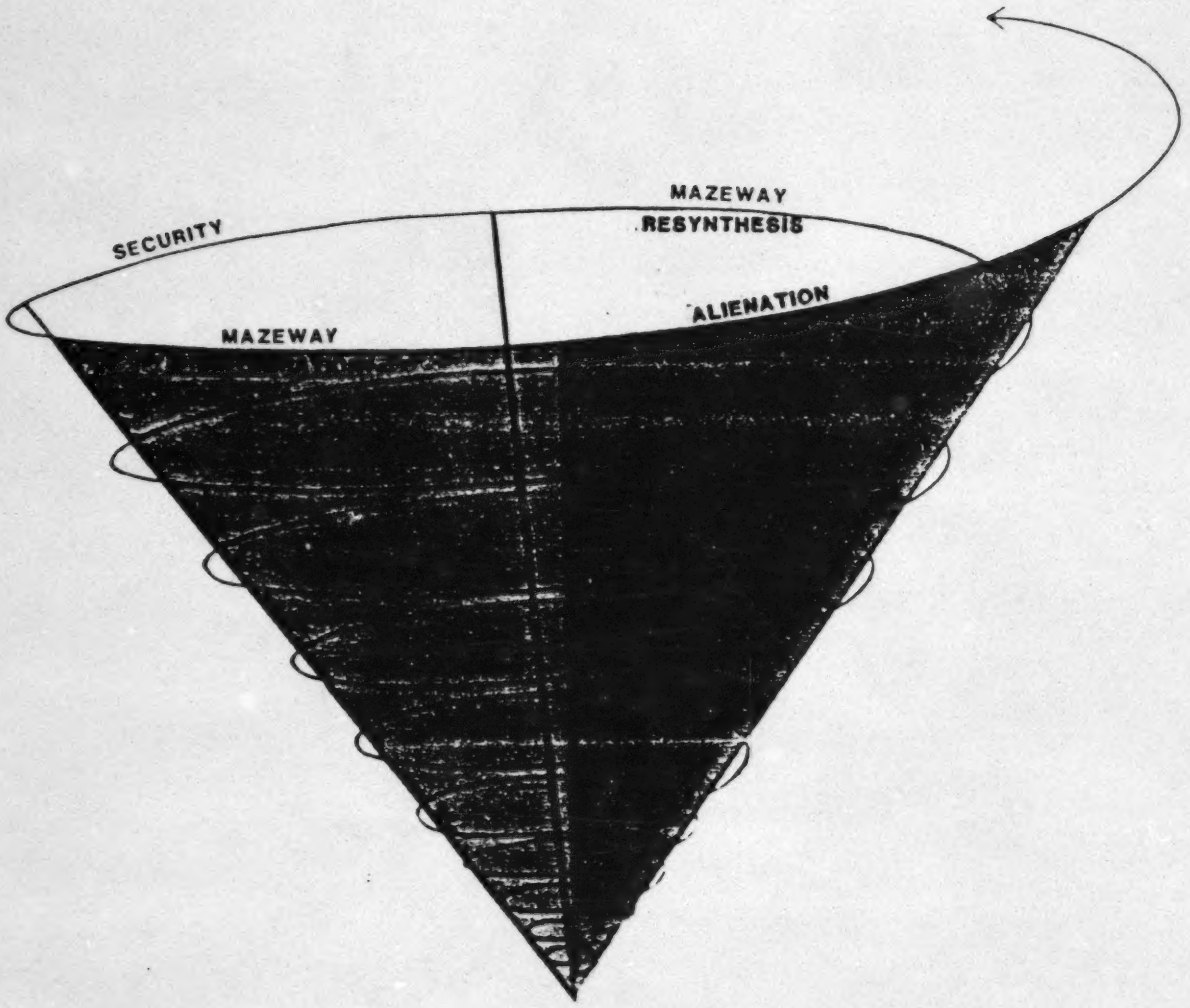

Figure 6.

Structural Helical Model, Further Revised